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ABSTRACT

This handbook is intended to serve as a resource for cooperative education coordinators who must instill in handicapped students an awareness and grasp of the job-seeking and job-maintenance skills that are so vital in today's competitive job market. Assembled in response to questions asked by vocational educators in Pennsylvania, the guide is organized into five sections. Each section contains strategies that may help handicapped students improve specific problem areas that may deter their successful job training placement. The five sections focus on these areas: verbal characteristics, personal/physical characteristics, self-concept/personality characteristics, work characteristics, and handicap characteristics. The guide also contains a glossary and a list of resources. Appendixes to the document contain forms and samples useful in implementing the strategies. (KC)

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MAINSTREAMING HANDICAPPED STUDENTS INTO COOPERATIVE EDUCATION: A HANDBOOK FOR VOCATIONAL EDUCATORS

Prepared by

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All relevant programs are coordinated through the Office of Affirmative Action, 159 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; Dr. Maryann Bishop Coffey, Director. For more information, please call: (412) 624-6350.

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INTRODUCTION

In recent years handicapped people have been given an opportunity to acquire a vocational education because of federal legislative mandates emanating from Public Law 94-142 (The Education of All Handicapped Children Act of 1975) and Public Law 94-482 (Education Amendments of 1976, Title II, Vocational Education). P.L. 94-142 states that "Each public agency shall take steps to ensure that its handicapped children have available to them the variety of educational programs and services available to nonhandicapped children -- including vocational education." In addition, P.L. 94-482 has set aside for vocational education ten percent of the total grant for handicapped students with the stipulation that these set-aside monies can be matched with fifty percent from state and local funds. In regard to the broader civil rights of the handicapped Public Law 93-112, The Rehabilitation Act Amendments of 1973, requires that "No otherwise qualified handicapped individual . . . shall, solely by reason of his handicap be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance" (Section 504). Program accessibility, architectural changes and "affirmative action" are also dealt with in the Act.

The impetus behind the passage of such legislation is the basic American philosophy that stems from a premise that all people have the right to reach their maximum potential in all developmental areas irrespective of their "superiority", "normalcy", or "handicap". Because that philosophy has prevailed throughout the years in the educational community one of the major goals has always been to protect the rights of <u>all</u> the nation's children. In vocational education one of those rights is the

right of the student to gain the necessary occupational skills in order to function as independently in life as possible.

Recently, in response to a need that has been created by mainstreaming, the vocational education community has opened up a range of occupational and career opportunities to the handicapped that were heretofore unavailable to many of them. The result has been a "new image" for vocational education that includes a growing number of handicapped students who are integrated into regular vocational classrooms.

In order to better understand the holistic philosophy toward the development of persons with special needs, vocational education personnel in greater and greater numbers are participating in university courses, workshops and seminars designed to better equip them to identify and respond to the unique learning needs of the handicapped. The American Vocational Association defines the handicapped as "Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled or otherwise health impaired and who by reason thereof require special education and related services" (AVA, 1971, p. 3). Vocational teachers are rising to meet the challenge of teaching a variety of handicapped students by learning new strategies and techniques designed to meet their individual needs.

One of the most difficult challenges facing vocational educators involves preparing and placing handicapped students in "capstone" working environments through cooperative arrangements between the school and employers. The opportunity for the vocational student to try out his or her job skills is generally made available during the senior year through the Cooperative Education Program. The cooperative education coordinator is

charged with the responsibility of matching a student's specific job skills with the needs of an employer. In order to facilitate successful job placement for the handicapped student the cooperative education coordinator requires assistance in developing the expertise to help him or her emphasize strengths and remediate weaknesses. Therefore the purpose of this handbook is to serve as a resource for cooperative education coordinators who must instill in handicapped students an awareness and grasp of the job-seeking and job-maintenance skills that are so vital in today's competitive job market.

The various sections contained within this handbook have been assembled in direct response to questions and concerns about co-oping handicapped students as put forth in October, 1981 by the Western Pennsylvania Cooperative Education Association, and again by cooperative educators across the state of Pennsylvania in a survey conducted during April, 1982.

Methods and techniques to help remediate student characteristics which interfere with successful job training are given on the following pages. They were formulated in response to feedback from cooperative education coordinators who were surveyed using the Cooperative Coordinator Questionnaire as illustrated on page 22.

SECTION A

SUGGESTED STRATEGIES FOR IMPROVING VERBAL CHARACTERISTICS THAT MAY DETER SUCCESSFUL JOB-TRAINING PLACEMENT OF HANDICAPPED STUDENTS

1. Encourage students to use expressive language by asking them to describe their work activities at home or at the job-training site. Ask them to explain a concept you have previously taught to the class. Give students time to prepare by forewarning them of the assignment. Later routinely call on them in class with no advance notice.

2. Have a list of vocational vocabulary available for each student as it relates to his or her job. Go over the list individually with each student or use a peer or other adult to help review the list. Make employer aware of list and ask for suggested terms to add to it.

3. Choose teaching techniques and materials that require the student to respond using as many senses as possible.

4. Employ role-play situations in which a student is required to properly address a superior or co-worker. Role-play telephone conversations in which the student has an opportunity to play the caller and also the one being called. Have students practice taking telephone messages.

5. Explain the importance of looking directly at someone rather than keeping the eyes lowered. Practice eye-contact with all students and remind them when they revert to hanging their heads, etc.

6. Set an example for all students by not engaging in any profanity or petty gossip.

7. Use verbal feedback such as praise but do not fake compliments.

8. Expect the student to succeed but avoid being critical of his or her ill-fated attempts.

9. Provide simulation activities which require discussion.

10. Establish two-way communication by listening to what the student says and expecting the same consideration in return.

11. Communicate your expectations to the student, be consistent in requiring students to meet them and let students know if they are or are not achieving them.

12. Use videotape if possible so that students can evaluate their performance.

13. Encourage handicapped students to believe that they can improve their speaking ability. Let them use a cassette recorder if possible.

14. Give simple, concise directions and encourage students to do likewise.

15. Be aware of the student's particular handicap and modify your approaches or requirements only if absolutely necessary

16. Maintain a comfortable, informal learning atmosphere that provides many opportunities for students to speak and ask questions.

SECTION B

SUGGESTED STRATEGIES FOR IMPROVING PERSONAL/PHYSICAL CHARACTERISTICS THAT MAY DETER SUCCESSFUL JOB-TRAINING PLACEMENT OF HANDICAPPED STUDENTS

1. Invite employment bureau personnel to visit your class. Ask them to outline worker characteristics (e.g., good or poor personal hygiene, proper or improper attire, poor posture, serious weight problems) that may affect employment outcome.

2. Serve as a role model in terms of proper clothing worn on the job, personal hygiene, etc.

3. Show films, slides, filmstrips, which deal with cleanliness and proper appearance when one is seeking a job.

4. Work closely with the student's physical education teacher in order to provide a physical fitness program to combat weakness, clumsiness, poor posture or shuffling gait.

5. Engage the aid of the school nurse when instituting a program of weight control, good grooming and cleanliness.

6. Fill out job analysis worksheets so that students will have ample opportunity to discover which jobs require getting dirty, working outside, physical coordination, upper body strength, work tolerances, etc.

7. Set aside time for informal classroom discussions that deal with personal/physical attributes that are desirable for successfully obtaining and maintaining employment.

8. Engage parents in providing proper nutrition and clothing for students who will be working at job-training sites in the community.

9. Encourage parents to help their child engage in home or community activities that promote good coordination using both fine and gross motor control.

10. Invite workers from the community that students can identify with to be guest speakers. Have them provide firsthand knowledge of the physical/personal requirements of their jobs.

SECTION C

SUGGESTED STRATEGIES FOR IMPROVING SELF-CONCEPT/PERSONALITY CHARACTERISTICS THAT MAY DETER SUCCESSFUL JOB-TRAINING PLACEMENT OF HANDICAPPED STUDENTS

1. In order to improve self-concept plan assignments that encourage students to become involved in skits, speeches and team projects which draw on strengths not weaknesses.

2. Give positive nonverbal feedback such as a smile or pat on the back.

3. Foster a belief that with effort the student can improve in academic ability, physical appearance, etc.

4. Challenge students to improve ever more by supporting their attempts to do so.

5. Design your program and individual lessons so that there is a built-in opportunity for success.

6. Create group activities that will allow the handicapped student to participate fully with his or her classmates.

7. Allow the student enough time to formulate answers to your questions before calling on another student.

8. Avoid calling on the handicapped student when you feel certain he or she doesn't know the answer.

9. Provide immediate feedback in the form of praise for even small signs of classroom, shop or job site accomplishment, or socially approved behavior.

10. When reviewing student's progress be friendly, supportive and helpful in gesture and tone.

11. Be certain to verbally note student's successful progress within hearing of other students.

12. Smile at the introverted student with the obvious expectation that you expect the smile will be returned.

13. Carefully plan role-playing activities that center on various problems that are common to many people. Encourage class to share their solutions to such problems.

14. Operate your lab or shop as you expect it will be operated in the world of work. Expect students to be punctual, serious and ready for work, willing and able to ask questions if the job assignment is not understood and honest to a fault. Set your standards and expect one and all to abide by them.

15. Encourage independence on the job by initially giving the student simple assignments he or she is capable of performing alone. Later increase the complexity of the tasks while arranging for the handicapped student to assume major responsibility for their completion.

16. Do not label students even in jest.

17. Give extra help when a student feels pressure because of an assignment. Be patient and do not let student's nervousness and/or mistakes annoy you.

SECTION D

SUGGESTED STRATEGIES FOR IMPROVING WORK CHARACTERISTICS THAT MAY DETER SUCCESSFUL JOB-TRAINING PLACEMENT FOR HANDICAPPED STUDENTS

1. Stress the importance of adhering to good safety practices in the home, at school or on the job every minute of the day.

2. To promote stronger relationships between general education and vocational education relay the student's work requirements in your classroom and on the job to his or her home school teacher (e.g., student's knowledge of measurement skills will be reinforced).

3. Explain to employers that some students may work slowly, but are meticulous and accurate.

4. Know the nature and limitations of the student's handicap. Make an informed determination whether or not the student can improve upper body strength, stamina, etc., through expanded physical activity at home or in the school.

5. Encourage student to become enrolled in driver's education in order to increase employment opportunities.

6. Role-play student-employer interactions so that student can practice gauging employer's expectations.

7. Limit the number of your instructions so that student will be able to remember them. Do not give excessive multiple commands.

8. Have students spend as much time as possible in the shop or laboratory practicing hands-on activities.

9. Demonstrate hands-on skills to be learned and relate them to practical situations.

10. Do not accompany your demonstrations with abstract examples. Deal in concrete and readily understandable experiences.

11. Use charts, graphs, films, videotapes, slides, filmstrips, overhead transparencies and teaching machines in order to develop student awareness of desirable work characteristics.

12. Provide worksheets explaining material in the manual for students whose reading skills are limited. Simplify vocabulary terms where possible.

13. Do not be rigid when evaluating performance. Allow student to be flexible in order to utilize individual learning styles when demonstrating proficiency.

14. Use peer tutors or the buddy system when feasible.

15. Do not make comparisons among learners. Have students compete with themselves rather than with other students.

16. Introduce one new skill at a time. Make sure it is at the student's level and allow plenty of time for repetition. Do not proceed to the next skill until the student has learned the one before. Always proceed from simple tasks to more complex ones.

17. Provide diagrams and pictures when introducing a new skill. Make the lesson interesting by keeping it short with plenty of time left for hands-on activities.

18. Provide experiences in numerous situations in which the newly acquired skill may prove useful.

19. Keeping the student's limitations in mind, set up a schedule for the completion of projects, etc. Make sure the student understands the schedule you have set and then require that he or she abide by it.

20. Allow time for individual discussion with the teacher.

SECTION E

SUGGESTED STRATEGIES FOR DEALING WITH HANDICAP CHARACTERISTICS WHICH MAY DETER SUCCESSFUL JOB-TRAINING PLACEMENT OF HANDICAPPED STUDENTS.

1. Teacher, student and employer must accept the handicap as a fact of life with which they must learn to cope.

2. Teacher and employer must remember to face hearing impaired students who lipread. It is also helpful when one learns a few common signs in order to better facilitate communication.

3. Because many learning disabled students can barely read, teachers will probably have to provide demonstrations more than once, provide worksheets and provide for increased hands-on practice time.

4. It is important to allow time for visually impaired students to orient themselves to the classroom, shop, laboratory or job site.

5. Teachers should acquaint themselves with aids which allow for the successful employment of the visually handicapped. These include the talking Cash Register, telephone switchboards with raised markings and tones, talking calculators, braille micrometers, guides and templates to help align objects properly and numerous other aids to make classroom and job site work easier.

6. Teacher and employer should encourage the physically handicapped student to use jigs to modify equipment and machinery wherever possible.

7. Teacher and employer should distinguish between a student's physical disability and his or her intellectual functioning which is generally not affected.

8. Teacher should be prepared to use concrete, relevant examples when teaching the mentally retarded. Plenty of time should be allowed for the student to "overlearn" the skill.

9. Teacher and employer should communicate their acceptance of an emotionally disturbed student by making an effort to know the student's particular problems and/or anxieties. They should establish rapport by rewarding good works and praising socially acceptable behavior.

10. The teacher must make an effort to learn about the specific disabilities of each handicapped student in his or her classroom so that appropriate modification of vocational curricula, materials or equipment can be instituted if necessary.

GLOSSARY

1. Area Vocational Technical School - a vocational school established at the secondary level which serves a number of school districts, set up so that each school district need not set up a vocational high school of its own (Good, 1973, P. 374).

2. Comprehensive (Home) High School - the public school division following elementary school, comprising most often grades 9 through 12 where vocational and academic course offerings are available to the student body.

3. Cooperative Education Teacher/Coordinator - a member of the school staff responsible for teaching the school program and resolving all problems that arise concerning school regulations as related to on-the-job activities of the employed student. The coordinator acts as a liaison between the school and employers in programs of cooperative education or the part-time job training (AVA, 1971, p. 16).

4. Cooperative Vocational Education - a curriculum of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contribute to the student's education and to this employability. Cooperative vocational education includes: cooperative vocational education in agriculture, cooperative business education, cooperative distributive education, cooperative diversified occupations, cooperative health occupations, cooperative home economics, cooperative trade and industrial education (Pennsylvania Department of Education, 1973).

5. Handicapped - persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason thereof require special education and related services (AVA, 1971, p. 3).

6. Vocational Education - vocational or technical training . . . which is given in schools or classes (including field or laboratory work incidental thereto) under public supervision and control or under contract with a State Board or local educational agency, and is conducted as part of a program designed to fit individuals for gainful employment as semi-skilled workers in recognized occupations, (i.e.: distributive education, business education, home economics). (Vocational Education Act of 1963, p. 1597).

AVAILABLE RESOURCES

A Look at Vocational Programming for the Secondary Educable Mentally Retarded
EC 06 2457, ED 094 513

ERIC Document Reproduction Service
P. O. Drawer O
Bethesda, Maryland 20014

A curriculum guide for educable mentally retarded secondary school students in Georgia, this booklet deals with functional academics, physical development, social skills, and prevocational and vocational skills. Contains a work-study schedule, a listing of work-in and work-out positions, a discussion on the aspects of salaries, child labor provisions, parent involvement, curriculum materials, and learning centers as well as other topics and guidelines.

About Jobs and Mentally Retarded People

The President's Committee on Employment
of the Handicapped
Washington, D. C. 20210

This 24 page booklet is designed for parents and friends of the mentally retarded, professionals concerned with the guidance of the job-seeking mentally retarded, for employers who plan to hire the retarded, and for the retarded themselves. The book is divided into several sections. The first section, "About Jobs," deals with the reasons why people work and the importance of every kind of job position. "About Evaluation" briefly reviews the different methods of pre-employment evaluation used to pinpoint the "right" job. "About Preparation" describes different learning programs. Other topics include vocational rehabilitation, job hunting, employers, and the future. A directory of state contacts is included in the back of the text.

No Barrier, Film

The President's Commission on Employment of the
of the Handicapped
Visual Information Specialist
Room 662, Vanguard Building
1111 20th Street, N. W.
Washington, D.C. 20036

Designed to encourage the Navy's worldwide installations to hire the handicapped, this film dramatizes the life of a deaf civilian employee of the Navy.

Female Self-Care Series, Filmstrips

Interpretive Education Division
of Illinois Envelope Company

[illegible] Bryant St.
Kalamazoo, Michigan, 49001

These filmstrips present a step-by-step program devoted to personal appearance and personal grooming. The titles of the filmstrips are: Hair Care, Make-Up, Better Dress, Nail Care, and Your Teeth.

Good Looks, Film
#3574

Modern Talking Picture Service
2323 New Hyde Park Road
New Hyde Park, New York 11040

Teenagers express their own personal views on good grooming in this 15 minute film. The film is designed to present basic reasons for good grooming and to motivate both girls and boys toward a responsibility for their own appearances. A fast-paced basketball game serves as the center of a story-line that is narrated by teenagers. Young people also give demonstrations of techniques for personal cleanliness. A 4½ minute version of the film is also available, as well as an accompanying booklet.

Self-Care—Feminine Hygiene, Filmstrips, Cassettes

Educational Innovations, Inc.
416 West Pascagoula Street
P.O. Box 3171
Jackson, Mississippi 39207

Designed for secondary level students, this package of filmstrips and cassettes requires no reading. It covers, in a step-by-step manner, how to deal with hair care, make-up, dress, eating habits and the care of the teeth.

Self-Care—Male Hygiene, Filmstrips, Cassettes

Educational Innovations, Inc.
416 West Pascagoula Street
P.O. Box 3171
Jackson, Mississippi 39207

Designed for secondary level students, these materials require no reading. The focus is on good grooming and the following topics are covered: skin care, teeth care, nail care, hair care and eating habits. The package includes 5 filmstrips with cassettes and a teacher's guide.

Taking Care of Yourself
Agricultural Work Experience #8 AGDEX 900/65, 1976

Ohio Agricultural Education Curriculum Materials Service
The Ohio State University
Room 254
2120 Fyffe Road
Columbus, Ohio 43210

This 27 page student manual is one of a series which has been developed in a language suitable for students with special needs. Considered are such topics as personal hygiene, health, outward appearances and other items which are relevant to the student who is interested in taking care of himself or herself.

How to Get a Job
by W.A. Fraenkel

National Association for Retarded Citizens
NARC--Civitan Public Information-
Inquiries Program
P.O. Box 6109
Arlington, Texas 76011

This 30 page booklet deals with the basic steps which should be followed in job hunting, and in holding the job once it is acquired. The text is written in a style which can be understood by an employable retarded person.

Job Attitudes: Trouble at Work, 4 Color Filmstrips, Two Cassettes

Guidance Associates
41 Washington Avenue
Pleasantville, New York 10570

This material can be used to acquaint the student with some of the problems that develop in working situations. Typical on-the-job conflicts are presented through on-location photography and brisk dialogue, techniques which help to convey the tensions that can arise between workers. A teacher's guide is also available.

Working in the Sighted World, Volumes I and II, Audiodisc, 33 1/3 r.p.m., 45 minutes each

American Foundation for the Blind, Inc.
15 West 16th Street
New York, New York 10011

A series of short interviews with blind individuals who work in the sighted world, this record illustrates the fact that such people can and do succeed in a variety of occupations. Jobs include: funeral director, history professor, computer programmer, social worker, warehouseman, postal department supervisor, real estate broker, sanitary supply distributor, and many others. All interviews are conducted in an informal, unrehearsed fashion and can be used as a basis for discussion.

Your Attitude is Changing

Science Research Associates, Inc.
1540 Page Mill Road
Palo Alto, California 94304

This guidance book attempts to aid the slow learner in improving his attitudes about himself and his abilities and to help prepare him for a career. Although the text is written at a sixth grade reading level, the content deals with the adult working world. The text focuses upon introducing the untrained individual to the employment requirements of all organizations involved in service and selling. A teacher's guide is also available.

APPENDICES

PERFORMANCE ELEMENTS (COMPETENCIES)

CONCERNED WITH COORDINATION

The list of performance elements on page 18 are those competencies which teachers of Cooperative Education must perform to conduct an efficient and effective Cooperative Education Program. The competencies which are astericked have been identified as being most important when placing handicapped students on a job.

Members of the Western Pennsylvania Cooperative Education Association identified those most important competencies. All of the competencies on the list are recognized as important to the success of a Cooperative Education Program.

Performance-Based Teacher Education (PBTE)
The Center for Vocational Education
The Ohio State University, Columbus, Ohio

Series J Modules
Performance Elements (Competencies)
Category 10 - Coordination

*331. Establish criteria for selection of student-learners.

*332. Provide prospective student-learners with resource materials on occupational opportunities to aid them in selecting a vocation.

*333. Administer occupational tests relative to student-learner selection and placement.

334. Gather student-learner selection data.

*335. Interview students and parents to obtain student-learner interest and aptitude information.

*336. Identify a prospective student-learner on the basis of selection criteria and data.

*337. Match a student-learner's unique characteristics with an appropriate training station.

338. Negotiate on-the-job training hours and wages for student-learners.

339. Establish criteria for evaluating the training station potential of a business or industry.

340. Identify prospective cooperating employers to provide on-the-job training stations.

*341. Establish criteria to evaluate qualifications of prospective on-the-job instructors.

342. Assess training capability of the on-the-job instructor of the prospective training station.

343. Assess educational adequacy of the prospective training station's facilities and equipment.

*344. Assess safety provisions of the facilities and equipment of the prospective training station.

*345. Convince an employer to provide a training station for cooperative vocational education.

*346. Arrange with a union to make contract provisions for student-learners.

347. Develop a training agreement between student-learner, parent, school, and cooperating employer.

348. Arrange school and work schedules with student-learners and school and employing personnel.

*349. Develop a systematic training plan with the cooperating employer and/or the on-the-job instructor.

350. Aid student-learners in procuring work permits.

351. Assist the cooperating employer in obtaining information concerning federal and state wage and hour classifications.

352. Assist the cooperating employer in acquiring a federal permit to pay a training wage.

*353. Assist the cooperating employer in verifying the legality of employing a student-learner in a hazardous occupation.

354. Establish the cooperating employer's qualifications for reimbursement for training a student-learner.

355. Obtain reimbursement for the cooperating employer providing on-the job training.

*356. Obtain reimbursement for the student-learner for allowable training costs such as clothing and tools.

*357. Prepare the student-learner for an interview with the cooperating employer and training station personnel.

*358. Assist the student-learner in on-the-job training orientation.

359. Assist the cooperating employer's personnel in accepting the training status and role of the student-learner.

360. Maintain good working relationships with training station personnel.

*361. Develop a procedure to insure student's safety and protection in the training station.

362. Develop a plan for supervision of on-the-job training.

363. Inform the administration of the coordination itinerary.

364. Assess the on-the-job experience daily reports with the student-learner to plan future instruction.

*365. Encourage the on-the-job instructor to follow the training plan in providing experiences for the student-learner.

366. Maintain the student-learner's progress reports for on-the-job training and related instruction.

*367. Examine the student-learner's progress reports to determine future on-the-job training experiences and related instruction.

368. Maintain a record of individual work hours, wages, and work experiences of on-the-job training.

*369. Assist the student-learner in the solution of problems related to on-the-job training.

370. Control student-learner absenteeism from school and on-the-job training.

371. Control the transfer of student-learners within the cooperative vocational education program and to other school programs.

372. Conduct termination procedures for on-the-job training for the student-learner when conditions demand it.

372. Sponsor an employer-employee appreciation event.

*374. Evaluate the student-learner's work qualities and habits on the job.

*375. Evaluate the student-learner's personal traits and characteristics on the job.

376. Check the student-learner's progress in acquiring skills on the job.

377. Check the student-learner's progress with the on-the-job instructor and other training station personnel.

378. Assess the student-learner's performance with the assistance of the on-the-job instructor.

*379. Obtain suggestions from the on-the-job instructor to guide the selection of lessons for related instruction.

380. Evaluate the quality of the on-the-job training received by the student-learner.

381. Provide a workshop to assist on-the-job instructors in techniques for teaching student-learners.

382. Assist the on-the-job instructor with development of teaching techniques during supervisory visits to the training station.

*383. Update related instruction for student-learners on the basis of information on technology obtained from cooperating employers.

384. Obtain information from the advisory committee on ways to improve related instruction and on-the-job training.

*In a survey of members of the Western Pennsylvania Cooperative Education Association these competencies were identified as being most important when placing handicapped students at job stations.

Appendix B

March 29, 1982

Dear Cooperative Coordinator:

The Vocational Education Department at the University of Pittsburgh is presently conducting research in regard to the development of a manual which can be used by cooperative coordinators to identify competencies necessary to mainstream handicapped students into cooperative education. Your input is needed.

Enclosed is a questionnaire which will enable the department to identify the degree to which cooperative coordinators believe certain competencies are necessary for successful job placement. We would appreciate your taking several minutes to provide responses to the following questions.

Respondents who provide their names will receive credit as contributors in the manual which will be distributed statewide. Please return in the envelope provided by April 30, 1982.

Irvin H. Iwler
Vocational Education Department
Cooperative Coordinator Project

APPENDIX C
COOPERATIVE COORDINATOR QUESTIONNAIRE

The following questions concern the degree you believe the majority of handicapped students must possess certain characteristics in order to be successful on jobs in Cooperative Educatio
PLEASE CIRCLE YOUR RESPONSES.

Generally speaking, when considering handicapped students for the MAJORITY of jobs you may have available, how important are the following considerations?	Never Important (1)	Seldom Important (2)	Important About Half The Time (3)	Almost Always Important (4)	Always Important (5)
VERSAL CHARACTERISTICS					
1. Student's ability to use expressive language	1	2	3	4	5
2. Student's vocational vocabulary as it relates to the job	1	2	3	4	5
3. Student seldom speaks unless spoken to	1	2	3	4	5
4. Student's fluency of speech	1	2	3	4	5
5. Student often engages in small talk while on the job	1	2	3	4	5
6. Student does not ask questions while on the job	1	2	3	4	5
7. Student seldom makes eye contact	1	2	3	4	5
8. Student tells "white" lies	1	2	3	4	5
9. Student sometimes talks to himself/herself	1	2	3	4	5
10. Student occasionally speaks very loudly	1	2	3	4	5
11. Student engages in petty but harmless gossip	1	2	3	4	5
12. Student speaks up (will refuse to do a job if he/she is unsure about it	1	2	3	4	5
13. Student's ability to address superiors properly	1	2	3	4	5
14. Student's ability to answer the telephone appropriately	1	2	3	4	5
15. Student's use of (mild) profanity	1	2	3	4	5

Generally speaking, when considering handicapped students for the MAJORITY of jobs you may have available, how important are the following considerations?	Never Important (1)	Seldom Important (2)	Important About Half The Time (3)	Almost Always Important (4)	Always Important (5)
PERSONAL/PHYSICAL CHARACTERISTICS					
16. Student's personal hygiene	1	2	3	4	5
17. Student's choice of apparel	1	2	3	4	5
18. Student is seriously overweight	1	2	3	4	5
19. Student's posture	1	2	3	4	5
20. Student's facial features are abnormal	1	2	3	4	5
21. Student dislikes getting dirty	1	2	3	4	5
22. Student's manner of walking gives appearance of mental retardation	1	2	3	4	5
23. Student is seriously underweight	1	2	3	4	5
24. Student is heavy smoker	1	2	3	4	5
25. Student looks clumsy, but is not	1	2	3	4	5
26. Student's style of dress	1	2	3	4	5
27. Student is clumsy	1	2	3	4	5
SELF-CONCEPT/PERSONALITY CHARACTERISTICS					
28. Student's introvertedness	1	2	3	4	5
29. Student is easily hurt by co-workers' jokes	1	2	3	4	5
30. Student seldom smiles	1	2	3	4	5
31. Student is occasionally late by 5 minutes but never more than that	1	2	3	4	5
32. Student does not seek friendship	1	2	3	4	5
33. Student is sensitive about handicap	1	2	3	4	5
34. Student cannot assume independence	1	2	3	4	5
35. Student works well only if there is a "buddy" to help him/her	1	2	3	4	5
36. Student is not interested in promotion on job	1	2	3	4	5

Generally speaking, when considering handicapped students for the MAJORITY of jobs you may have available, how important are the following considerations?	Never Important (1)	Seldom Important (2)	Important About Half The Time (3)	Almost Always Important (4)	Always Important (5)
37. Student is basically honest but will take paper clips, rubber bands, etc.	1	2	3	4	5
38. Student fears employer	1	2	3	4	5
39. Student is always smiling (sometimes for no apparent reason)	1	2	3	4	5
40. Student's ability to accept blame for a mistake	1	2	3	4	5
41. Student's self-concept	1	2	3	4	5
42. Student looking for additional work	1	2	3	4	5
43. Student's ability to cope with occasional failure	1	2	3	4	5
44. Student's performance is affected somewhat by periodic job pressure	1	2	3	4	5
45. Student's extrovertedness	1	2	3	4	5
WORK CHARACTERISTICS					
46. Student's practice of safety rules	1	2	3	4	5
47. Student's fine motor control	1	2	3	4	5
48. Student's knowledge of measurement to 1/32nd inch	1	2	3	4	5
49. Student's knowledge of measurement to 1/16th inch	1	2	3	4	5
50. Student's knowledge of measurement to 1/8th inch	1	2	3	4	5
51. Student's knowledge of measurement to 1/4th inch	1	2	3	4	5
52. Student's eye-hand coordination	1	2	3	4	5
53. Student's gross motor control	1	2	3	4	5
54. Student has difficulty remembering a series of instructions	1	2	3	4	5
55. Student cannot work rapidly	1	2	3	4	5

APPENDIX C (continued)

Generally speaking, when considering handicapped students for the MAJORITY of jobs you may have available, how important are the following considerations?	Never Important (1)	Seldom Important (2)	Important About Half The Time (3)	Almost Always Important (4)	Always Important (5)
56. Student is a poor reader (4th grade level)	1	2	3	4	5
57. Student's upper body strength	1	2	3	4	5
58. Student has only progressed as far as "helper" (e.g., carpenter's, bricklayer's, etc.)	1	2	3	4	5
59. Student can only do repetitive tasks	1	2	3	4	5
60. Student must be given day's instructions for the same type of work each morning	1	2	3	4	5
61. Student does not drive	1	2	3	4	5
62. Student tires somewhat easily, but resumes work after five minutes of rest (happens approximately four to six times a day)	1	2	3	4	5
63. Student is poor in math (can only add and subtract)	1	2	3	4	5
64. Student is not versatile on job	1	2	3	4	5
65. Student's writing is mostly illegible	1	2	3	4	5
66. Student cannot operate heavy equipment	1	2	3	4	5
67. Student's preciseness in doing job	1	2	3	4	5
68. Student's ability to gauge employer's expectations	1	2	3	4	5
69. Student's attention span when being given directions (approximately ten minutes)	1	2	3	4	5
70. Student's time requirement to learn the job	1	2	3	4	5
71. Student cannot plan a sequence of events	1	2	3	4	5
HANDICAP CHARACTERISTICS					
72. Student's hearing impairment (can lipread and sign)	1	2	3	4	5
73. Student's visual impairment (is aided with thick glasses and magnifier)	1	2	3	4	5

Generally speaking, when considering handicapped students for the MAJORITY of jobs you may have available, how important are the following considerations?	Never Important (1)	Seldom Important (2)	Important About Half The Time (3)	Almost Always Important (4)	Always Important (5)
74. Student's physical handicap (is in wheelchair)	1	2	3	4	5
75. Student's emotional handicap (is controlled with medication)	1	2	3	4	5
76. Student's intellectual handicap (is educable mentally retarded)	1	2	3	4	5
77. Student's physical handicap (has use of one arm only	1	2	3	4	5
78. Student is on medication (i.e., for epilepsy)	1	2	3	4	5
79. Student becomes ill one or two days a month (may miss work on these days)	1	2	3	4	5
80. Student's learning handicap (is learning disabled)	1	2	3	4	5

Are there other considerations not mentioned above that you believe are important when placing handicapped students on jobs?_____

_____

_____

_____

_____

_____

_____

_____

Thank you for your time and consideration.

_____ _____

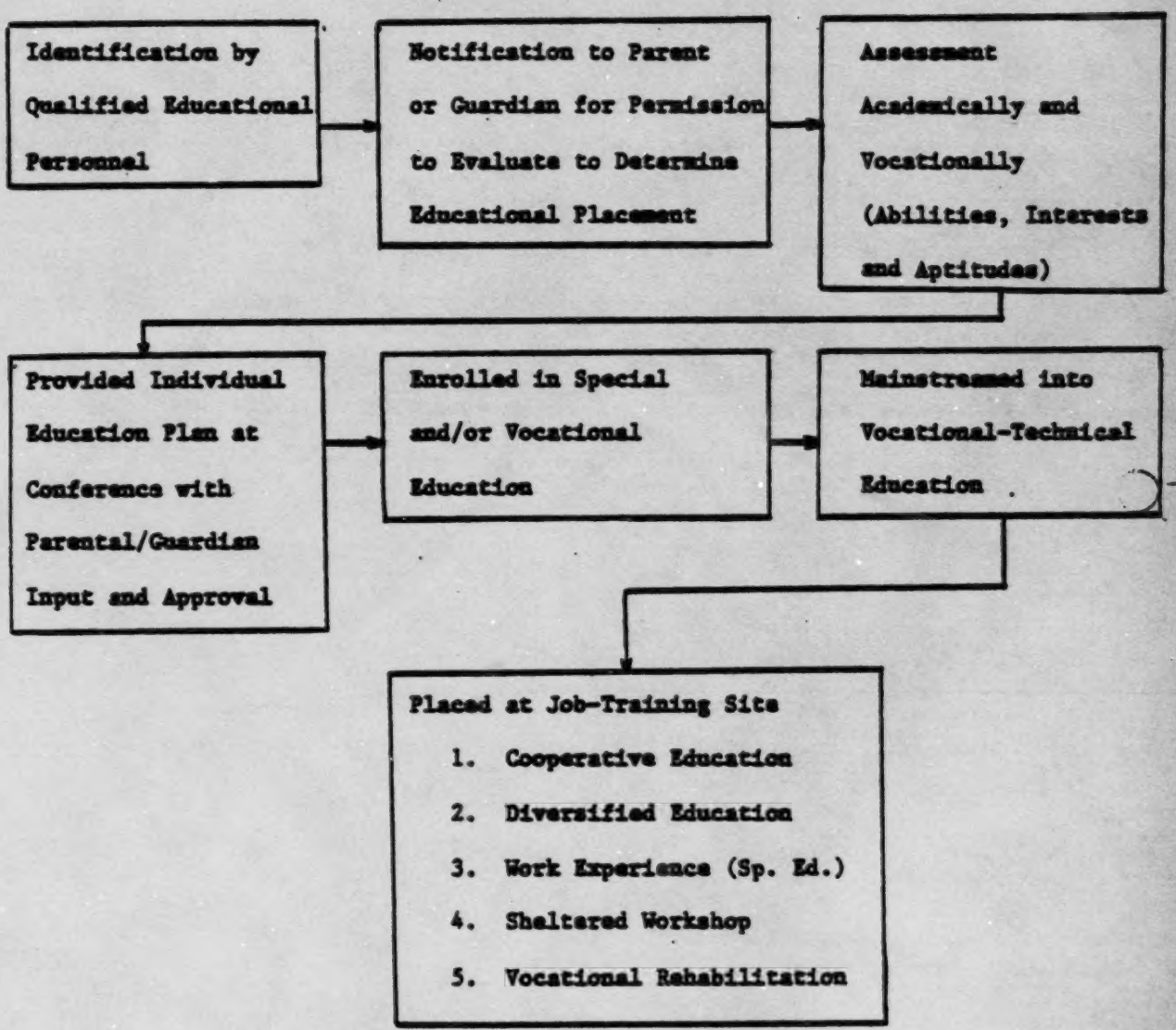
Name of Shop of Lab Name (optional)

HANDICAPPED STUDENT FLOW CHART

The Flow Chart on pg. 28 illustrates the events which moves the handicapped student from the identification step through the placement of the handicapped student on the job-training site. The teacher can recognize the time and effort devoted to the correct placement of a handicapped student into a Vocational Program. To strengthen this Flow Chart, the cooperative coordinator must also dsvote time and effort to correctly place the student on a suitable job site.

APPENDIX D

HANDICAPPED STUDENT FLOW CHART


Identification by Qualified Educational Personnel
Notification to Parent or Guardian for Permission to Evaluate to Determine Educational Placement
Assessment Academically and Vocationally (Abilities, Interests and Aptitudes)
Provided Individual Education Plan at Conference with Parental/Guardian Input and Approval
Enrolled in Special and/or Vocational Education
Mainstreamed into Vocational-Technical Education
Placed at Job-Training Site
1. Cooperative Education
2. Diversified Education
3. Work Experience (Sp. Ed.)
4. Sheltered Workshop
5. Vocational Rehabilitation

THE READINESS TRAINING PROGRAM INFORMATION SHEET

The Interaction Sheets on pg. 30 will identify, in this case, acceptable behaviors and good work habits which the student should exhibit on the job. This sheet should be developed by the vocational teacher and/or the coop coordinators and given to the student as part of the pre-job orientation training. The vocational teacher and/or the coop coordinator should teach these job characteristics to the student. Good work habits are essential for job success. Information sheets are used in teaching Vocational Education. The affective domain is being addressed in this information sheet. Many people lose jobs because of unacceptable behavior and poor work habits. All vocational students could benefit from Information Sheets such as these.

APPENDIX E

JOB READINESS TRAINING PROGRAM
INFORMATION SHEET

Acceptable Behaviors Which You Should Exhibit on the Job and Good Work Habits

Objectives:

1. To teach acceptable job behaviors.
2. To teach good work habits.

Outline:

I. Keeping or maintaining a job after you have gotten it.

A. Work Sheet: Maintaining Your Job: Exhibiting Acceptable Behaviors
   1. Individuals list as many good work behaviors as they can think of
   2. Group discussion to compile individual ideas

B. Information Sheet: Maintaining Your Job: Exhibiting Acceptable Behaviors
   1. Always arrive 15 minutes before you are expected to begin your job.
   2. Attend work on a regular basis.
   3. Promptly return to your job after the lunch period has ended.
   4. Promptly return to your job after your break or rest period has ended.
   5. Carefully listen to instructions given by your supervisor or co-workers.
   6. Ask well thought out questions when you do not understand (especially if you must question your supervisor).
   7. Maintain good grooming habits.
   8. Getting plenty of rest will better enable you to be active and friendly on the job.
   9. Look for additional work.
   10. Remain at your work station.
   11. Keep busy.
   12. Exhibit patience.
   13. Inform your supervisor of your progress.
   14. Verbally express positive attitudes to your supervisor and co-workers.
   15. Systematically conduct your work tasks.
   16. Plan ahead and know what tasks you are going to do before you get to work.
   17. Learn company policies and rules.
   18. Constantly do the best job possible.
   19. Do more work than is expected of you.
   20. Refer to your supervisor and co-workers by name.
   21. Be as agreeable as possible when talking to your supervisor or co-workers.
   22. Observe how co-workers perform tasks which you are doing.
   23. Exhibit friendly, cheerful, and courteous behaviors.
   24. Be sensitive and understand your co-workers' feelings.
   25. Be concerned about the quality of your work.
   26. Be concerned about the amount of work which you are producing.
   27. Respect your supervisor.

II. Motion Picture: MP35 - YOUR JOB: GOOD WORK HABITS (13 min.)

JOB READINESS TRAINING PROGRAM
INFORMATION SHEET

Maintaining Your Job: Exhibiting Unacceptable Behaviors

1. Frequently missing work.
2. Arriving late for your job.
3. Being extremely friendly with your supervisor.
4. Being extremely aggressive with your supervisor or co-workers.
5. Talking to your supervisor or co-workers when they do not want to be bothered.
6. Expressing anger when your work is constructively criticized.
7. Allowing your emotions to affect your work.
8. Treating co-workers unfairly.
9. Taking full credit for a group effort.
10. Breaking company rules and policies.
11. Always trying to be the first person out of the building after work.
12. Expressing superiority to your supervisor or co-workers.
13. Allowing comments or criticisms about your work to become personal.
14. Indicating that you are more important than anyone or anything else concerned with your job.
15. Always trying to gain personal advantages.
16. Asking your supervisor a lot of unnecessary questions.
17. Verbally or non-verbally telling your supervisor or co-workers that you are smarter or have a better education than them.
18. Taking problems to higher management than your immediate supervisor.
19. Being extremely sensitive to comments made by your supervisor or co-workers.
20. Always making excuses when problems arise.
21. Continually complaining and finding faults with everything.
22. Blaming co-workers for your mistakes.
23. Doing personal tasks during work hours, such as reading magazines or writing letters.
24. Being extremely critical of your supervisor, co-workers, or the company
25. you work for.
26. Trying to learn co-workers' jobs before you know your own.
27. Constantly watching the clock while working.
28. Frequently being unhappy while working.
29. Ignoring safety rules.

INDIVIDUALIZED EDUCATION PROGRAM PLAN

The next two pages concerns the Individual Education Program Plan. This I.E.P. can form the basis for the Training Plan on pg. 36.

A Training Plan details the who, what, when, where and why of a student's on-the-job training experience. It specifically describes the educational plan for which the student will receive school credits for occupational experiences. It is a separate document which outlines those training activities which the student will learn to perform while on-the-job.

These basic principles apply to the development and use of a training plan.

1. *Individualize a training plan with the student's career objective or career interest as its basis.*
2. *The teacher-coordinator, student and training sponsor (employer) work as a team to prepare the training plan, and thoroughly understand what the student is expected to do.*
3. *Training activities, outlining what the student learns on-the-job, form the critical element of a training plan.*
4. *Safety instructions should be a training activity for each student. Training activities for a student exposed to hazardous occupations must show evidence of planned on-the-job safety instruction.*

5. *A training plan is modified during the training experience when conditions warrant.*
6. *The teacher-coordinator and training sponsor agree on the approximate time needed by the student to complete a training activity.*
7. *The teacher-coordinator and training sponsor cooperatively evaluate student performance of each training activity.*
8. *The teacher-coordinator bases program planning, training site visitations, and related instructional activities on the training plan.*

Those expected outcomes which are part of the I.E.P. can be added to the Training Plan.

INDIVIDUALIZED EDUCATION PROGRAM PLAN

Date for review of the IEP Plan:

Student's Name: Jonathan Sullivan — Present Date:

Parents'/Guardians' Names: Charles and Margaret Sullivan — Date of Birth: 9-2-66

Parents' Address: 1970 San Jose Road — School District: Berea Heights — I.U.: 33

Phone: — School: Waverly High — Grade/Program: Reg. 10th grade with Resource room.

Person Responsible for Maintenance and Implementation of IEP: — Phone: ( )

Class Assignment(s) and Services	Date Started	Expected Duration	Extent of Participation in Regular Education	Staff
10th Gr. - Home Room			Daily	Mr. Christopher
Science			3 periods* per week	Regular Ed. Staff
Social Studies			2 Periods per week	Regular Ed. Staff
Phys Ed.			1 period per day	Regular Ed. Staff
Electives			2-3 periods per week	Regular Ed. Staff
Regular Vocational Education --				
Cooperative Education (Auto Mechanics)			5 afternoons per week	Mr. Green
Resource Room				Ms. Vero

IEP Planning Meeting Participants:	Participants' Names:	Signatures: Signature indicates acceptance of this Individualized Education Program
1Local Education Agency Representative	Dr. J. Carroll	
2Parents, Guardians, or Surrogate Parents	Charles and Margaret Sullivan	
Student	Jonathan Sullivan	
1Teacher	Mr. J. Christopher	
3Evaluator	Dr. N. Kensington	
Other	Dr. C. Rodriquez	

*1 period = 45 minues

1. Must attend.
2. If the Parent, Guardian or Surrogate Parent does not attend, documentation of attempts to gain their participation should be attached.
3. Must attend if the student is newly identified as exceptional. This individual may be a member of the evaluation team or another person who is knowledgeable about the evaluation procedures and results.

Instructional Area: WORK EXPERIENCE

Annual Goal: The student will learn about the responsibilities of a job.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
The student will report to work promptly and accept all tasks in order to complete his assignment.		Work experience Evaluation sheet	Continuation of the job.
The student will accept constructive criticism and strive to improve while completing the task.	Teacher worksheets	On the job supervision by employer and teacher.	" "
The student will learn safety features of a job.	Films, filmstrips	Teacher tests	" "

APPENDIX G

TRAINING PLAN FOR VOCATIONAL COOPERATIVE EDUCATION

Vocational Program: ☐ Agriculture ☐ Distributive Education ☐ Home Economics ☐ Diversified Occupations ☐ Business Education ☐ Health ☒ Trade and Industrial

Student-Learner: Jonathan Sullivan Telephone: _____

Training Agency: _____ Telephone: _____

Training Supervisor: _____ Telephone: _____

Signatures: Co-op Coordinator/Instructor _____ Date _____

Training Supervisor _____ Date _____

Approximate Time	Training Activities (Students Duties Printed)	Performance Evaluation / Training Instructor: Date Completed	Acceptable	Not Acceptable	General Comments
12 wks.	The student will report to work promptly and accept all tasks in order to complete his/her assignment.				
12 wks.	The student will accept constructive criticism and strive to improve while completing the task.				
12 wks.	The student will learn safety features of the job.				

Training Activities may be modified during the training sequence as changes should appear on training plan.

STUDENT EVALUATION REPORT

The Student Evaluation Report on pg. 38-40 is an instrument which can help identify those instructional areas where the handicapped student needs additional help. The instructor can concentrate in modifying the student's behavior if the item evaluated rates no. This report can be used as a job readiness report to determine if the student is ready to function in a shop and/or lab.

APPENDIX H

Greater Johnstown Area Vocational-Technical School

GENERAL INDUSTRIAL PROGRAM

STUDENT EVALUATION REPORT

STUDENT_____ Date of Evaluation_____

Instructor_____

VERBAL INSTRUCTIONS

1.	Listens, understands and takes action.	Yes	No
2.	Seems to listen, has difficulty understanding, must help student take action.	Yes	No
3.	Does not seem to listen, but tries to do the assigned task.	Yes	No

Comment: Can the student follow directions that have more than 3 steps?

WRITTEN INSTRUCTIONS

4.	Understands and can take action without additional instructions.	Yes	No
5.	Understands most instructions but needs additional information.	Yes	No
6.	Seeks individual help to interpret instructions.	Yes	No
7.	Unable to understand.	Yes	No

Comment:

ATTENTION SPAN

8.	When involved in a task is easily distracted by others.	Yes	No
9.	Completes basic and detailed tasks without distraction.	Yes	No
10.	Needs one to one relationship to get tasks completed.	Yes	No
11.	Will successfully complete assigned tasks with limited control.	Yes	No
12.	Seldom needs to be told to go back to work.	Yes	No

Comment: Can the student work at a task for more than 15 or 20 minutes without wandering away from it?

General Industrial Program - Student Evaluation Report

BEING SUPERVISED AND INSTRUCTED

13.	Questions instructor when appropriate to obtain help.	Yes	No
14.	Disruptive to others by trying to become the "authority figure."	Yes	No
15.	Rejects being told what to do.	Yes	No
16.	Rejects shop rules.	Yes	No

Comments: Does the student make excuses for poor quality workmanship?

ATTITUDE, INTEREST, INVOLVEMENT

17.	Does what is required and more.	Yes	No
18.	Shows pride in completed work.	Yes	No
19.	Must be repeatedly told to complete assigned task.	Yes	No
20.	Demonstrates attention to detail.	Yes	No
21.	Tries repeatedly to improve speed and accuracy.	Yes	No
22.	Requests additional tasks when assigned tasks are complete.	Yes	No
23.	Acts bored and tries to withdraw from tasks.	Yes	No

Comments:

WORKING WITH OTHERS

24.	Goes out of his/her way to help others.	Yes	No
25.	Must work alone.	Yes	No
26.	Prefers working with another student or in small groups.	Yes	No

Comments:

PERSONAL HYGIENE

27.	Hair is clean and combed.	Yes	No
28.	Body odor.	Yes	No
29.	Teeth appear to be always brushed.	Yes	No
30.	Uses occasional profanities or vulgarities.	Yes	No

Comments: What should be improved about this student's personal hygiene?

General Industrial Program - Student Evaluation Report

SHOP AND TOOL SAFETY

31.	Is cautious when using tools and performing tasks.	Yes	No
32.	Is careful in the shop but uses tools incorrectly.	Yes	No
33.	Deliberately misuses tools.	Yes	No
34.	Conduct is usually inappropriate for a work setting.	Yes	No
35.	Disinterested in practicing safety.	Yes	No
36.	Detrimental to well-being of others in the work setting (accident-prone).	Yes	No

TOOL KNOWLEDGE & MACHINE USAGE

37.	Student can identify and knows the uses of:		
	a. A few tools	Yes	No
	b. About 50% of the tools	Yes	No
	c. Almost all of the tools	Yes	No
38.	List machines student can use without needing close supervision.		

OVER-ALL RATING

39.	Should student be considered for a shop try-out? If yes, what shops?	Yes	No

40. What specialized skill interests does this student have at this time?
    a. None
    b. One_____
    c. A few_____

PHILOSOPHY FOR TEACHING THE HANDICAPPED

This philosophy for teaching the handicapped student should be kept in mind in planning the instructional strategy for the handicapped student. The philosophy stresses the skills and attitude building necessary for the handicapped student to develop before entering the world of work. This philosophy is a basis for future learning.

APPENDIX I

PHILOSOPHY FOR TEACHING THE HANDICAPPED

1. The spirit of the lesson is the major factor in goal attainment.

2. Almost all lessons have a time and motion factor relevant to methods and/or objectives.

3. Competencies are seldom different from that of the normal population. They may take longer to achieve and are usually acquired by design. Key to attainment in most cases is "back to the basics," varying approaches, ample time for practice and repetition.

4. Most placement will eventually be related to labor tasks. Thus many activities present a physical approach to learning.

5. Problem solving, creative, independent and fluent, is a critical area demanding countless lessons on many levels.

6. An entire Physical Education curriculum could be developed relevant to labor skills.

7. Students need extensive training in cause and effect relationships . . . social, money, time, etc.

8. Teaching hands-on activities first requires teaching the concept of "work space."

9. Any lesson can be vocational in nature when designed and/or structured to master occupational competencies.

10. Physical and mental endurance are musts for job maintenance. Lessons teaching these concepts are usually involved and lengthy.

11. The teaching of independence requires a certain degree of risk taking.

12. Many times the major block to employability revolves around the student having an unrealistically high appraisal or his or her own worth. In other words, we spend so much time building their self-concept that they may deny weakness and inability.

13. Consistency many times appears cruel, yet we deal in real world expectations.

14. One of the greatest measures of success is found in the decreasing amount of time needed to present and teach new skills. Vocational Education for the handicapped relies almost 90% on the ability to transfer knowledge.

INSTRUCTIONAL PLANNING

The next group of Appendices, pages 44 to 53, concerns Lesson Plans, Operation Sheets and Check Sheets. These are instructional examples which can be used to teach handicapped students Vocational Education. Planning instruction will enable the handicapped student to develop vocational skills and job attitudes which will provide a desirable employee for the work world.

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APPENDIX J

SAMPLE LESSON PLAN

TITLE: SPEAK UP

COMPETENCY AREAS:

Language

Following directions containing five (5) steps

OBJECTIVES:

Students will speak clearly enough to be understood.

Students will follow directions containing five steps as given by peers.

Students will successfully manipulate intercom devices.

METHODS:

Students will be asked to give instructions and follow directions over a relatively inexpensive intercom system.

APPENDIX J (continued)

SAMPLE LESSON PLAN

TITLE: "CAN'T DIED AT THE BATTLE OF TRY"

COMPETENCY AREAS:

Problem solving

Communication

OBJECTIVES:

Students will recognize problems on the job.

Students will ask meaningful questions.

Students will attempt to solve the problem.

METHODS:

Structured examples requiring students to ask pertinent questions,

e.g., given an empty stapler, students are asked to collate papers.

Given an uneven amount of papers, students are asked to stuff envelopes.

Give students stamp and no ink pad - ask students to stamp envelopes.

APPENDIX J (continued)

SAMPLE LESSON PLAN

TITLE: CLEAN UP YOUR ACT

COMPETENCY AREAS:

Communication

Memory

Work associations

OBJECTIVES:

Students will demonstrate expressive non-verbal language skills.

Students will relate their knowledge of jobs, tools, and places of work.

METHODS:

Given specific topical headings students will convey words and phrases to the group without speaking. Sample headings: tools, jobs, places of employment, etc.

NOTE: Password, Name That Tune, and other T.V. shows can be adapted to work study.

APPENDIX J (continued)

SAMPLE LESSON PLAN

TITLE: FAMILY FEUD

COMPETENCY AREAS:

Communication

Following directions

Socialization

Memory

OBJECTIVES:

Students will recall basic concepts to work and working.

Students will express thoughts in a clear and concise manner.

Students will improve listening abilities.

Students will work together in a competitive fashion.

Students will think quickly under a pressure situation.

METHODS:

Structured after popular T.V. game series. All questions geared to work and working. Answers hypothetically answered prior to game play.

APPENDIX J (continued)

SAMPLE LESSON PLAN

TITLE: DRIPS AND DROPS

COMPETENCY AREAS:

Safety

Problem Solving

Physical

Reading

Language

OBJECTIVES:

Students will identify safety hazards.

Students will demonstrate good safety practices.

Students will discuss the cause and effect of safety hazards.

Students will read safety signs.

METHODS:

Set up, prior to class time, hazards to be identified by students, e.g., - extension cord left out, boxes stacked too high.

Use of pictures to identify hazards on the job.

Safety signs predicting hazards: CAUTION - WET FLOORS, HAZARD - NO SMOKING, etc.

Students demonstrate proper way to clean work area.

APPENDIX K

DUTY: INTRODUCTION TO BUILDING MAINTENANCE SHOP

TASK: Operating LaBelle Projectors

PERFORMANCE OBJECTIVE

Given a LaBelle projector, pig-tail cord, LaBelle cartridge, and power source, the student will be able to operate the projector himself/herself, and will also be able to adjust to proper frame and audio sequence when given a cassette that is out of adjustment.

PERFORMANCE GUIDE

1. Observe teacher demonstration in the operation of LaBelle projector. Be sure to note the following:

   A. Where pig-tail cord is inserted into machine.

   B. Where on-off/volume switch is located.

   C. Make sure viewer light comes on.

   D. How LaBelle cartridge is inserted into machine.

   E. That picture appearing on screen is beginning of tape sequence.

   F. Location of STOP button on machine.

   G. Location of FORWARD button on machine.

   H. Location of FAST FORWARD button on machine.

   I. Location of FRAME ADJUSTMENT switch on machine.

   J. Location of FOCUS WHEEL on machine.

   K. Location of ear phone plug.

2. Insert pig-tail cord.

3. Plug into working outlet

4. Insert LaBelle cartridge into machine.

5. Turn volume button ON.

6. Make sure cartridge is adjusted to beginning frame.

7. If not - - adjust accordingly.

8. Make sure audio is in sequence with video picture.

9. If not - - adjust accordingly.

10. Make sure focus is corrected.

11. If not - - adjust accordingly.

12. Insert earphone jack into machine.

TOOLS AND EQUIPMENT NEEDED

1. LaBelle projector
2. LaBelle cartridge
3. Pig-tail cord
4. Desk
5. Working power source

INFORMATION

The LaBelle projector will be used extensively throughout the year for various instructional purposes. Each machine is delicate and very expensive, so proper operation is important. Also, many times a student using the machine before you fails to rewind the cassette, so it is important that you know how to sequence the cassette properly.

APPENDIX K (continued)

INSTRUCTOR CHECKLIST

NAME_____

DATE_____

ACTIVITY	RATING	
Operating LaBelle Projectors	Acceptable	Unacceptable
Pig-tail inserted properly		
Machine turned "ON"		
Cassette inserted properly		
Audio-visual sequence adjusted correctly		
Focus adjusted correctly		
Earphone jack inserted correctly		

DUTY: SHOP ORGANIZATION

TASK: Sweepers

PERFORMANCE OBJECTIVE

After a simple introduction to the duties of a sweeper, the student will sweep his/her designated area so that no foreign matter remains on floor or on desks and benches in that area.

PERFORMANCE GUIDE

1. Teacher will explain how shop is divided into 4 areas and how each sweeper is assigned an area.
2. Student will note benches in his/her area that he/she is responsible to sweep also.
3. Student will note that sweeper in masonry area (Area #2) will sweep up mortar on floor and return to mortar box.
4. When dirt in area has been swept into 2 - 3 small piles, sweeper should call for dustpan person to come pick up dirt.
5. When area is completely clean - - return broom to broom rack.

SAFETY

1. Do not sweep too fast or too hard as this makes excess dust in the shop.
2. Always check your pile of dirt so as to make sure nothing useful or needed is being thrown away.

INSTRUCTOR CHECKLIST

NAME_____

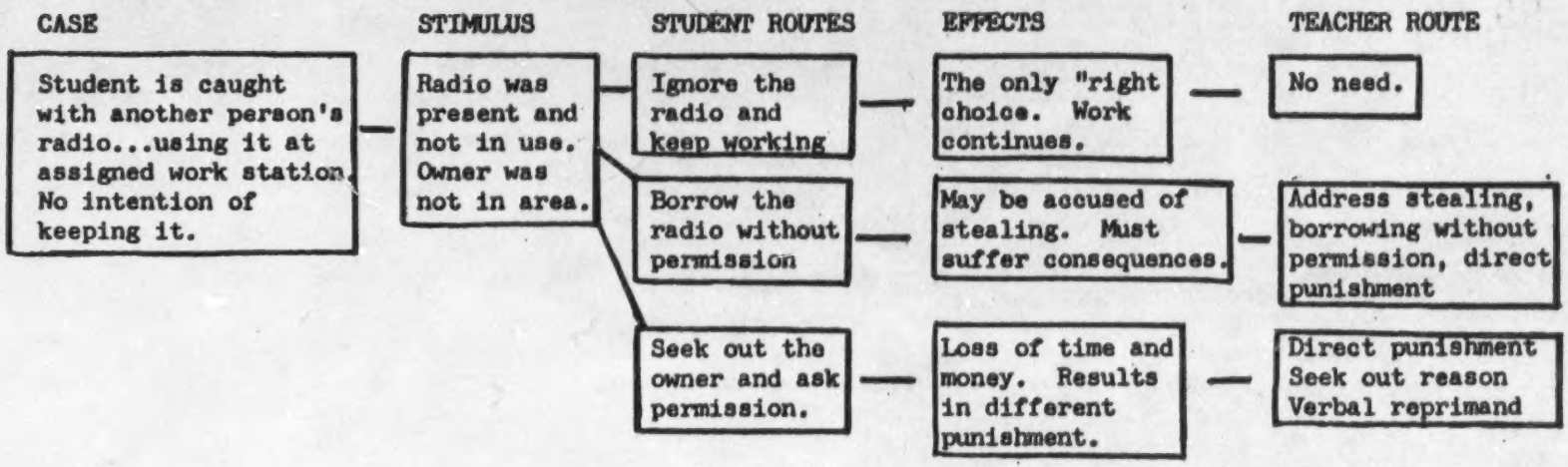
DATE_____

ACTIVITY	RATING	
Clean-up (Sweepers)	Acceptable	Unacceptable
Observe teacher introduction to shop sweeping		
Bench & tabletops clean		
Floor clear of all loose dirt		
Dirt Checked for needed items		
Broom returned to rack		

STUDENT PROBLEMS AND SOLUTIONS

On pages 55 and 56 are examples of models to provide the teacher with examples of how to approach various student problems. The model identifies the case with the stimulus which prompted the problem. In addition, the model identifies various student routes to handling the problem as well as the effects of each of the student's actions. The teacher also can initiate action based on the students routes concerning the case. The teacher must consider all of the facts in the case including the student's background, and the facts which led to the problem. The model also suggests follow-up lessons to be taught by the teacher. Using the model as a guide, the vocational teacher can follow the steps outlined in the model.

STUDENT PROBLEMS AND SOLUTIONS


CASE
STIMULUS
STUDENT ROUTES
EFFECTS
TEACHER ROUTE
Student is caught with another person's radio...using it at assigned work station. No intention of keeping it.
Radio was present and not in use. Owner was not in area.
Ignore the radio and keep working
The only "right choice. Work continues.
No need.
Borrow the radio without permission
May be accused of stealing. Must suffer consequences.
Address stealing, borrowing without permission, direct punishment
Seek out the owner and ask permission.
Loss of time and money. Results in different punishment.
Direct punishment
Seek out reason
Verbal reprimand

APPENDIX L

HISTORY

Student is from wealthy family...saw no problem in using radio since he forgot his. The thought process was not malicious. In fact, he was trying to save time by just borrowing radio without permission. Student does not know the art of questioning... in this case related to "How to ask to use something." He did not consider this a punishable offense and was confused.

LESSONS OF FOLLOW UP

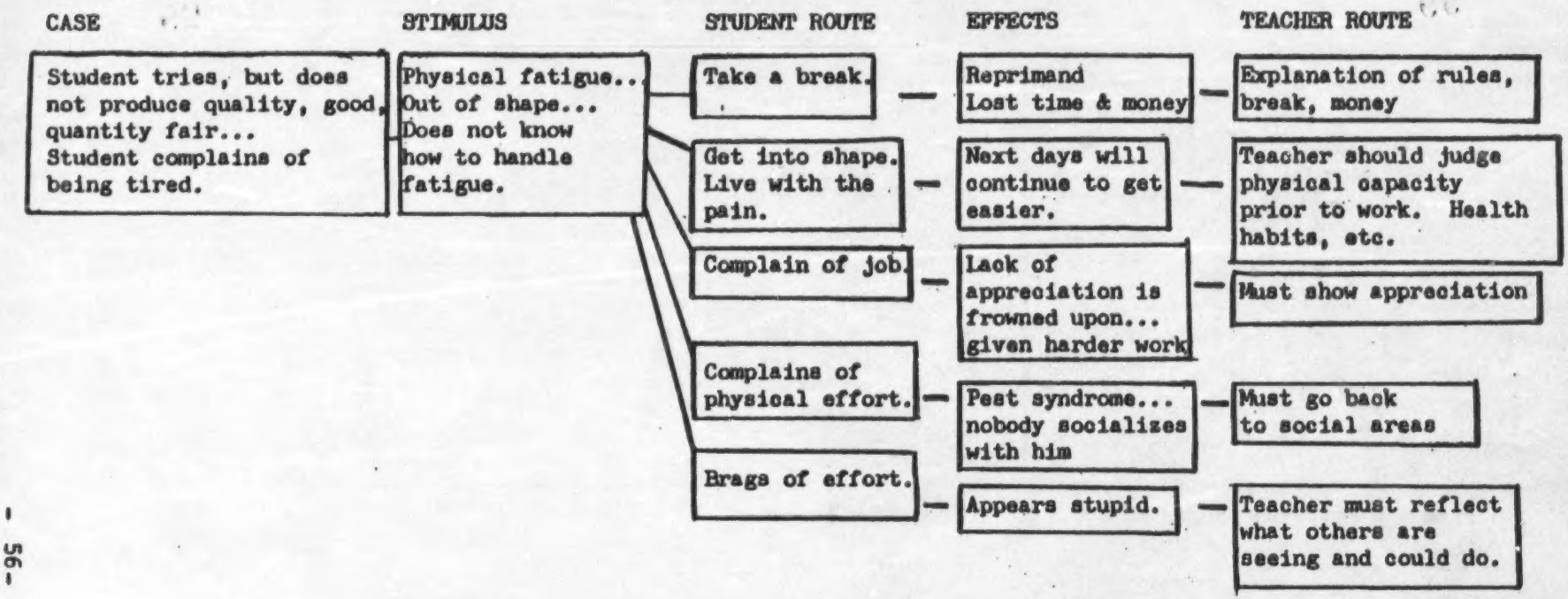
Borrowing on the job

Asking questions

Cause and effect

Fair vs. reality- the bosses choice

STUDENT PROBLEMS AND SOLUTIONS


CASE
STIMULUS
STUDENT ROUTE
EFFECTS
TEACHER ROUTE
Student tries, but does not produce quality, good, quantity fair... Student complains of being tired.
Physical fatigue.. Out of shape... Does not know how to handle fatigue.
Take a break.
Reprimand Lost time & money
Explanation of rules, break, money
Get into shape. Live with the pain.
Next days will continue to get easier.
Teacher should judge physical capacity prior to work. Health habits, etc.
Complain of job.
Lack of appreciation is frowned upon... given harder work
Must show appreciation
Complains of physical effort.
Pest syndrome... nobody socializes with him
Must go back to social areas
Brags of effort.
Appears stupid.
Teacher must reflect what others are seeing and could do.

HISTORY

Students are used to having complaints addressed. Students are too frequently judged on effort. Physical demands are not stressed at home...too much TV, etc.

LESSONS OF FOLLOW UP

Social perceptions

Reaction to fatigue

Effort vs. work productivity

VOCATIONAL ACCOMPLISHMENT RECORD

The Vocational Accomplishment Record on page 58 should be kept in a folder by the students. Each day of the week, the students will rate themselves using the point system on the chart. The teacher will verify the rating and if necessary change it. A record of the points should be kept on each student and a reward, such as free time, can be given for a required number of points. This record will help modify student behavior and strengthen those desirable work characteristics for the cooperative job.

APPENDIX M

NAME_____

VOCATIONAL ACCOMPLISHMENT RECORD

IN ORDER TO EARN REWARDS OR TIME IN THE FREE TIME AREA, YOU MUST EARN POINTS. POINTS CAN BE EARNED BY DOING THE FOLLOWING:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1. I WAS AT MY WORK STATION BEFORE THE LAST BELL RANG. (1 POINT)					
2. I HAD MY EQUIPMENT WITH ME. (1 POINT)					
3. I DID NOT LEAVE MY STATION OR WORK AREA WITHOUT PERMISSION. (4 POINTS)					
4. I STARTED MY WORK IMMEDIATELY WHEN IT WAS GIVEN TO ME. (4 POINTS)					
5. I FINISHED THE WORK THAT WAS GIVEN TO ME. (4 POINTS)					
6. I PERFORMED QUALITY WORK. (4 POINTS)					
7. I WORKED QUIETLY. (4 POINTS)					
8. I WORKED SAFELY. (4 POINTS)					
9. I WAS RECEPTIVE OR OPEN TO SUGGESTIONS. (4 POINTS)					
10. BONUS POINTS FOR A SPECIFIC BEHAVIOR.					

1. STRIKING OR PUSHING ANOTHER STUDENT.	LOSE ALL POINTS
2. DEFACING SCHOOL PROPERTY.	LOSE ALL POINTS
3. CHEATING.	LOSE ALL POINTS
4. ARGUING WITH THE TEACHER OVER POINTS.	LOSE ALL POINTS

The Vocational Accomplishment Record, University of North Florida, Jacksonville, Florida.